

HIST 3095 Modern Germany, Part 2 1945 to the Present

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University of New Brunswick

COURSE DESCRIPTION

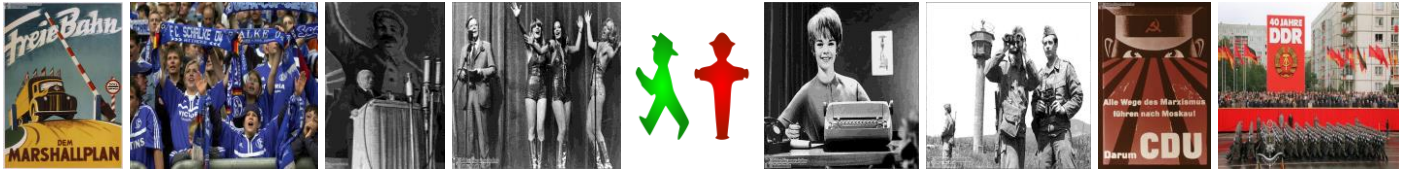
This course examines German History from the end of World War II to the present. Beginning with the Allied occupation of Germany in 1945, we will study the formation of two separate states: the German Democratic Republic and the Federal Republic of Germany. Using the tools of social, cultural, political, and gender history, we will then consider everyday life under communism and democracy, relations between the two Germanies, and the role of these states in the Cold War. We will analyze the rise of left-wing terrorism, consider the role of the “68ers”, discuss the role of atonement for the crimes of the Holocaust, and compare the lives of workers in the two states. We will then trace the events leading to the fall of the Berlin Wall in 1989, and think about the many challenges Germans continue to face following (re-) unification. We will read primary documents and view documentaries and popular films (such as *The Lives of Others* and *Good-bye Lenin*) to further consider the interconnections between popular culture, memory, and political systems.

REQUIRED READING

German History in Documents and Images, German Historical Institute, Washington, D.C.
<http://germanhistorydocs.ghi-dc.org/> (Search for each document by author or title). I also recommend the Introductions to each time period, if you are looking for further reading.

COURSE EVALUATION (please see pp. 7-8 for further details)

Document Responses	20
Midterm Test	10
Research Proposal and Bibliography	10
Research Essay	30
Final Exam	30



COURSE SCHEDULE

WEEK 1	Jan 5	Welcome to the Course
		A Whirlwind Tour of German History before 1945
	Jan 7-9	Total Defeat, Occupation and Division: Germany in the 1940s

WEEK 2	Jan 12-16	Economic Miracles, Coca-Cola, and Occupation Babies: West Germany in the 1950s
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Document Assignment 1 (due Jan 12 @ 9:30am)

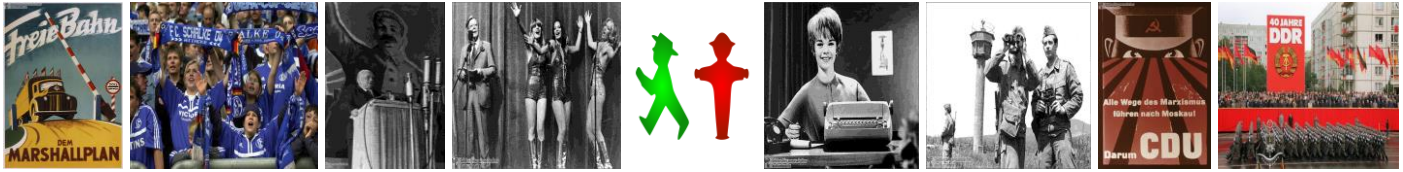
- Basic Law of the Federal Republic of Germany (1949/ Amendments 1956)
 - Speech by Konrad Adenauer, Chancellor of the Federal Republic, at a Reception Given by the Allied High Commissioners (September 21, 1949)
 - Petition Submitted by the Federal Government to the Federal Constitutional Court Requesting a Ban on the Communist Party of Germany (KPD) (November 22, 1951)
 - Article on the Debate over German Rearmament (September 14, 1950)
 - Berlin Declaration by the Three Western Powers and the German Federal Republic on Reunification (July 29, 1957)
 - Family, Child-Rearing, and the Role of Women (December 3, 1961)
 - Rock 'n' Roll and German Teenagers (Retrospective Account, 1980)
1. According to these documents, what were the greatest foreign policies challenges facing the new Federal Republic?
 2. Choose three (3) statutes from the “Basic Law of the Federal Republic Law of Germany” and discuss how they might have been responses to the crimes of the Nazis.
 3. Provide a brief summary and discuss the significance of either: “Family, Child-Rearing, and the Role of Women or “Rock 'n' Roll and German Teenagers.”
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WEEK 3	Jan 19-23	Gangsters, Revolutionaries and Economic Planners: East Germany in the 1950s
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Document Assignment 2 (due Jan 19 @ 9:30am)

- From the Resolution of the First Party Conference of the SED (January 28, 1949)

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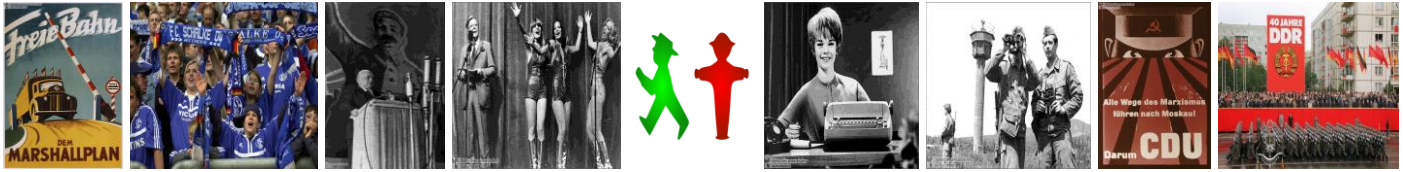
- Political Persecution of the Former Concentration Camp Inmate and Communist Ernst Busse (1950s)
- The Politburo of the Central Committee of the SED on the *Junge Gemeinde* [Young Congregation] (January 27, 1953)
- "That Was When I Knew: I Had to Become a Refugee" (March 19, 1953)
- *Die Zeit*: "Stones against Red Tanks" (June 25, 1953)
- *Neues Deutschland*: "The Crimes of West Berlin Provocateurs" and "The Failed Adventures of Foreign Agents in Berlin" (June 18, 1953)
- Secret Report of the Soviet Military Leadership on the Events of June 17-19, 1953 (June 24, 1953)
- Letter from Eisenhower to Adenauer on the Outcome of the Washington Conference (July 25, 1953)
- The Causes of Emigration: Report from a Central Committee Brigade on Security Issues (May 24, 1961)

1. According to these documents, what were the main political and social challenges facing the new GDR? How did the East German government seek to address these challenges?
2. Read the accounts of the 1953 Uprising (more details to come in lecture!) from *Die Zeit* and *Neues Deutschland* and analyze how the event was reported very differently in East and West Germany. How did U.S. President Eisenhower's account of the events fit into these interpretations?
3. Provide a brief summary and discuss the historical significance of one additional document.

WEEK 4 Jan 26-30 *Ostpolitik*, 68ers, and Confronting Wartime Crimes: West Germany in the 1960s

Document Assignment 3 (due Jan 26 @ 9:30am)

- Heinrich Böll on the Psychological Impact of the Economic Miracle (1960)
 - A Psychological Critique of the Refusal to Accept the Loss of World War II (1967)
 - Still Taboo despite Reforms (March 12, 1973)
 - The Antiauthoritarian Manifesto of the Situationist Avant Garde (Jan 1961)
 - Herbert Marcuse Denounces the Vietnam War (May 1966)
 - The "Sit-In" as a Means for Reforming the University (June 22, 1966)
 - Self-Characterization of Members of a Berlin Commune (October 7, 1968)
 - The Struggle for Equal Rights (October 7, 1968)
 - Willy Brandt, Two States, One Nation (Oct 1969)
1. Using several of the documents, highlight some of the key issues fueling student protest in the 1960s. Do you think the "68ers" were merely rebelling against the older generation, or expressing the true problems facing West Germany in the 1960s? Cont'd ...



2. Based on the writings of Willy Brandt, what were the main obstacles to German reunification in the 1960s?
3. According to these documents, what were some of the issues at stake in the German memory of the Second World War in the 1960s?

WEEK 5 Feb 2-6 **The *Stasi*, the *Lipsi*, and Not Much to Buy: East Germany in the 1960s and 1970s**

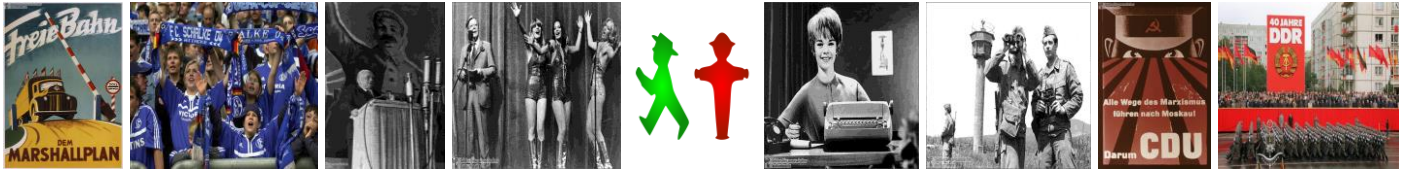
Document Assignment 4 (due Feb 2 @ 9:30am)

- A Neutral's Description of the Building of the Wall (August 14, 1961)
 - Report on One of the First Deaths at the Zonal Border (August 30, 1961)
 - State-Controlled Vacations in East Germany (May 23, 1963)
 - Love of the Socialist Fatherland (October 25, 1968)
 - The Communist Leadership's Criticism of Rock 'n' Roll Music as a Form of Western Subversion (October 13, 1963)
 - A Participant Looks Back at the Unrest in East Germany in 1968 (Retrospective Account, 2003)
 - A Communist Idealist Criticizes the "Real Existing Socialism" of the GDR (1977)
1. In "The Communist Leadership's Criticism of Rock n' Roll as a Form of Western Subversion," how does the SED leadership link popular music to Cold War politics? How does this compare to criticisms of youth culture in 1950s West Germany?
 2. Based on the document "Love of the Socialist Fatherland," what particular attributes did Walter Ulbricht expect young people in the GDR to possess? How did he seek to appeal to their patriotism?
 3. What might the document "A Communist Idealist Criticizes the "Real Existing Socialism" of the GDR" tell us about everyday life in the GDR in the 1960s and 1970s?

WEEK 6 Feb 9 **NO CLASS – Dr. Todd will be at a conference**

Feb 11 **** Midterm Test ****

Feb 13 **How to Write the Research Proposal, Bibliography and Essay**



WEEK 7 Feb 16-20 FILM: Florian Henckel von Donnersmarck, dir. *Das Leben der Anderen* [*The Lives of Others*] (2006).

Feb 20 ** Research Proposals and Bibliographies Due **

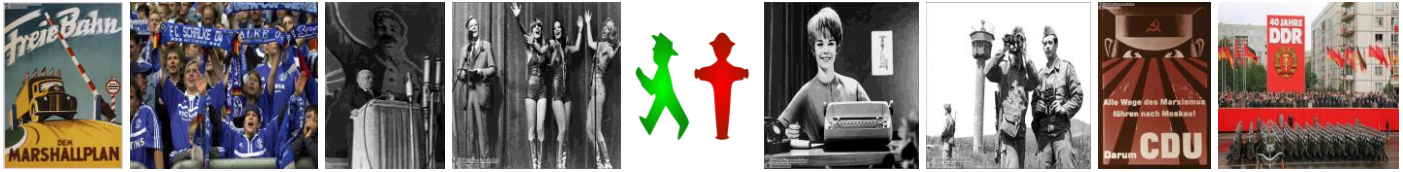
WEEK 8 Feb 23-27 Terrorists, Feminists and Peaceniks: West Germany in the 1970s and 1980s

Document Assignment 5 (due Feb 23 @ 9:30am)

- Ulrike Meinhof Calls for a Move from Protest to Resistance (May 1968)
- A Terrorist Call for "Building a Red Army" (June 5, 1970)
- The Plight of Turkish Women in a Foreign Land (May 1, 1980)
- Reasons for Immigrant Youth Criminality (November 16, 1978)
- Racist Attacks against the Naturalization of Foreigners (September 14, 1979)
- The Heidelberg Manifesto of Xenophobic Professors (March 4, 1982)
- Women's Liberation Gaining Ground (April 22, 1977)
- The *Club of Rome* on the "Limits of Growth" (1972)
- The Anti-Nuclear "Free Republic of Wendland" (May 30, 1980)
- The Emotional Impact of the Broadcast of "Holocaust," an American TV Miniseries, in the Federal Republic (1979)
- The Television Movie "Heimat": German Longing – and Loathing – for a Lost Mythical Home (1984)

1. What were the key demands of the Red Army Faction /Baader Meinhof Gang? Do you see links to student protests of the 68ers, or do these documents signal a turning-point towards terrorism?
 2. What do these documents tell us about the growing multiculturalism of West German society in the 1970s and 1980s?
 3. What were the key concerns of the green movement in the 1970s?
- OR
4. According to the final two documents, how were debates over German identity being played out on television screens in this period?

Mar 2-6 MARCH BREAK: NO CLASSES



WEEK 9 Mar 9-13 Good-bye Checkpoint Charlie! East Germany in the 1980s and the Fall of the Berlin Wall

Document Assignment 6 (due Mar 9 @ 9:30am)

- Petition for an Exit Visa (April 20, 1977)
- A Western Observer on East German Passive Resistance (1982)
- A Female Engineer Reports (1986)
- Homosexuality in East Germany (retrospective account, 1994)
- Experiences of a GDR Citizen Buying a New Wartburg (April 14, 1989)
- Stasi Report on the Size and Structure of the East German Opposition (June 1, 1989)
- An East German Rock 'n' Roll Riot at the Wall Turns Political (June 10, 1987)
- Mass Demonstration on Alexanderplatz in East Berlin (November 4, 1989)
- Survey Shows a Strong Sense of Belonging after Four Decades of Division (October 23, 1989)

1. According to these documents, what was the “mood” of East Germans in the 1980s? Do you think relations between the GDR state and its people contributed to the fall of communism in 1989?
2. What does the 1989 survey tell us about West German attitudes to a potential “re-unification” with East Germany?
3. Choose one additional document to summarize, and then provide its historical significance.

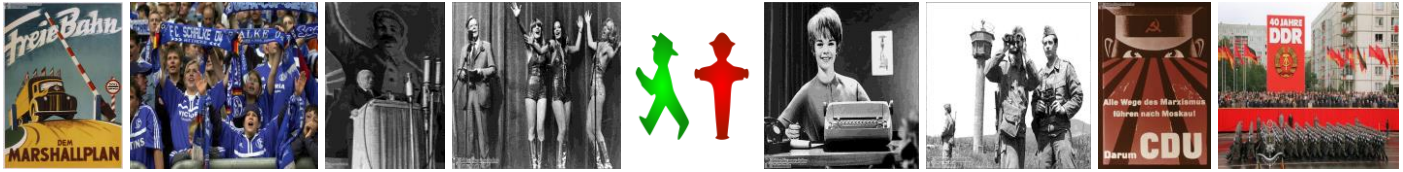
WEEK 10 Mar 16-20 German Re-Unification and its Discontents: Germany in the 1990s

Document Assignment 7 (due Mar 16 before 9:30am)

- Volume 10 Introduction: One Germany in Europe (1989-2009)
- The Storming of the Stasi Headquarters (January 16, 1990)
- "Blooming Landscapes" (July 1, 1990)
- Processing the Past and the Renaming of Streets (September 18, 1991)
- The Example of Sket (December 21, 1992)
- Privatization of a Government-Owned Bookstore (c. 1993)
- Differences between East and West (November 12, 1990)
- Arson Attack on Turkish Families in Mölln (November 24, 1992)

1. In the document “The Example of Sket” who/what are Meister Proper and Karl Wilhelm Marx and what do these characters represent in the story of the downfall of one company after the *Wende*? Do you see any parallels in the document “Privatization of a Government-Owned Bookstore”?

Cont'd ...



2. Based on *Der Spiegel's* November 1990 survey “Differences between East and West,” what were some of the social and cultural challenges facing the new Germany? How would you classify the tone of this document?
3. Choose one additional document to summarize, and then provide its historical significance.

WEEK 11 Mar 23-27 FILM: Wolfgang Becker, dir. *Good-bye Lenin!* (2003)

Mar 27 ** Research Essays Due **

WEEK 12 Mar 30-Apr 1 *Ossi-Wessi* and *Multi-Kulti*: Germany in the New Millennium

No assignments due

Apr 3 Holiday: No Class

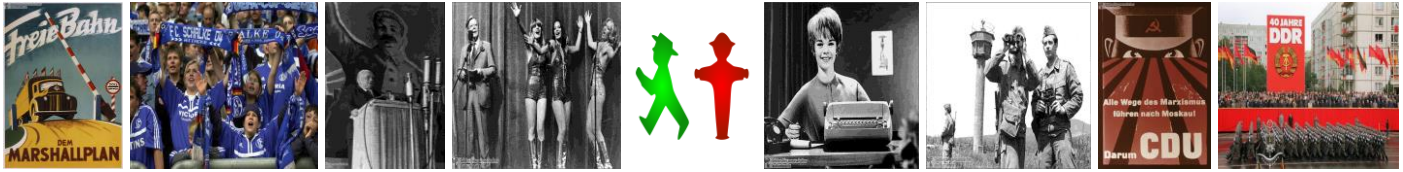
WEEK 13 Apr 6 Holiday: No Class

April 8 Conclusions and Exam Review

ASSIGNMENTS

1. Document Responses (20%)

We will often have discussion sessions during this course. They will give you the chance to debate the complex issues of German History with your colleagues. To prepare for the discussions, please read the primary documents, as listed on the schedule above, and provide written answers to the questions. The answers must be thorough and show evidence of a critical reading of the documents; however, no outside research is necessary, or allowed. We will tabulate the best grades from six (6) of these assignments toward your final course grade: this gives you one “freebie” week.



2. Midterm Test (February 11, 10%)

The Midterm Test will include material from the lectures, readings and films, and will be ask you to identify and give the historical significance of three (3) terms (people, places, things, dates, ideas) out of a choice of five (5). I will distribute a study guide a week before the test.

3. Research Proposal and Bibliography (February 20, 10%)

Please choose a topic from the list posted to D2L, and compile a bibliography of:

- A. 5 (or more) primary documents: newspaper articles, pamphlets, diary entries, government reports, etc.
- B. 5 (or more) secondary sources: books and/or scholarly articles

The bibliography must be formatted using the guidelines in the Chicago Manual of Style. You may find examples at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Each student is also required to submit a proposal (c. 200 words) on their research topic. We will discuss both parts of this assignment in class on February 13.

Please submit the Research Proposal and Bibliography to the D2L Dropbox before February 20 @ midnight.

4. Research Essay (March 27, 10-12 pages, 2500-3000 words, 30%)

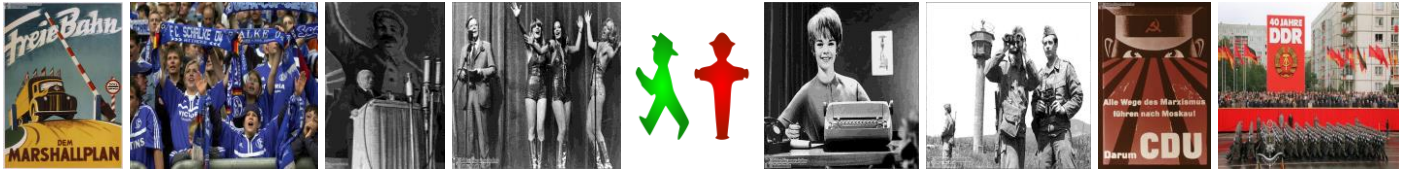
The major writing assignment for this course will be a Research Essay of 10-12 pages based on both primary and secondary sources. As primary sources, you may wish to use: documents, diaries, letters, photographs, paintings, film footage, newspapers, maps, etc. For secondary material, please refer to scholarly books or articles. These may certainly be e-resources, but they may NOT be websites or blogs. Please ask me if you are uncertain of the validity of a source, and I will provide more information on effective research techniques in class and during office hours.

You will find a list of suggested topics on D2L. A large part of the assignment will be to focus your research on one aspect of those broad topics, and to formulate a strong thesis statement (central argument). We will have a comprehensive tutorial on How to Write the Research Essay on February 13, which will give you all the information you need on researching, writing, citing and formatting your essays.

Please submit the Research Essay to the D2L Dropbox before March 27 @ midnight.

5. Final Examination (Official Exam Period, 30%)

This three-hour final examination will include material from the lectures, documents and films, and will be comprised of two parts: Part 1: 50 Short Answer Questions (50 marks); Part 2: 2 Essay Questions (50 marks). I will distribute a study guide during the exam review on the final day of classes.



GRADES

90-100	A+	4.3			
85-89	A	4.0		68-69	C+ 2.3
80-84	A-	3.7		65-67	C 2.0
78-79	B+	3.3		60-64	C- 2.0
75-77	B	3.0		50-59	D 1.0
70-74	B-	2.7		0-49	F 0.0

ACADEMIC INTEGRITY

The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offenses.

Plagiarism includes:

1. quoting verbatim or almost verbatim from any source, including all electronic sources, without acknowledgement;
2. adopting someone else's line of thought, argument, arrangement, or supporting evidence without acknowledgement;
3. submitting someone else's work, in whatever form without acknowledgement;
4. knowingly representing as one's own work any idea of another.

Examples of other academic offenses include: cheating on exams, tests, assignments or reports; impersonating somebody at a test or exam; obtaining an exam, test or other course materials through theft, collusion, purchase or other improper manner, submitting course work that is identical or substantially similar to work that has been submitted from another course; and more as set out in the academic regulations found in the Undergraduate Calendar.

Penalties for plagiarism and other academic offences range from a minimum of F (zero) in the assignment, exam or test to a maximum of suspension or expulsion from the University, plus a notation of the academic offence on the student's transcript.

For more information, please see the Undergraduate Calendar, Section B, Regulation VII.A, or visit <http://nocheating.unb.ca>. It is the student's responsibility to know the regulations.

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<http://germanhistorydocs.ghi-dc.org/>